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ABSTRACT

This report provides the revised faculty compensation, evaluation, and advancement plan for Pueblo Community College (PCC) in Colorado. Section 1 contains the PCC three-level salary plan and discusses guidelines for initial appointment and level placement of faculty, initial salary computations, and minimum initial employment requirements. Section 2, PCC employment standards during the three-year probationary period, includes probationary standards for all three years, continuing education topics, and employment standards/required faculty activities. Section 3 concerns PCC promotion criteria and includes guidelines for promotion and advancement, as well as an application for level promotion form. Section 4, PCC evaluation procedures, includes discussion on performance-based day procedure, faculty job description, instructional competencies, professional responsibilities, evaluation guidelines, redress, and records. Appendices include the professional growth plan, instructional competencies checklist, protocol for distribution of student evaluation of faculty forms, student evaluation instruments, faculty self-evaluation, supervisor's evaluation of faculty, merit pay assessment form, and redress. (YKH)

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ED 420 342

PUEBLO COMMUNITY COLLEGE

REVISED FACULTY COMPENSATION, EVALUATION AND ADVANCEMENT PLAN

Dr. Joe May, President
MARCH, 1998

JC980287

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SECTION I: PUEBLO COMMUNITY COLLEGE THREE-LEVEL SALARY PLAN

PUEBLO COMMUNITY COLLEGE THREE-LEVEL SALARY PLAN

INTRODUCTION

Effective April 13, 1995, the State Board for Community Colleges and Occupational Education established BP 3-55, Faculty Professional Advancement and Salary Plan. The purpose of this policy was to establish a salary plan for faculty that will promote and reward teaching excellence within the System.

The Pueblo Community College plan complies with these guidelines. It has teaching effectiveness as its primary concern, and promotes the accomplishment of college, departmental and professional growth goals.

MERIT SALARY AND EVALUATION

GENERAL DESCRIPTION OF THE PCC PLAN

The PCC Three-Level Salary Plan is described in Figure 1. The salary range for each level is set by the State Board. Board Policy calls for annual review of the salary ranges. In 1997-98, the salary range for Level I is $25,500.00-$40,800.00, for Level II, $30,600.00-$45,900.00, and for Level III, a $35,700.00 minimum with no upper limit.

Placement at Level I requires a satisfactory teaching demonstration, demonstration of professional or community involvement, and minimum eligibility for the vocational credential or teaching position. No teaching or technical experience is required other than that required for minimum eligibility such as for the vocational credential.

Placement or promotion to Level II requires, in addition to the Level I requirements, an excellent teaching demonstration or rating, an additional 30 semester credit hours or equivalency, and an additional six (6) years of technical and/or teaching experience.

Promotion to Level III requires, in addition to the Level II requirements, an additional 30 semester credit hours or equivalency, and an additional six (6) years technical and/or teaching experience, including six (6) years teaching at PCC.

New faculty may initially be employed at either Level I or Level II. Existing faculty were grandfathered into the plan at the time it was implemented. No more than 50% of the total faculty may be on Level III at any one time.

GENERAL DESCRIPTION OF THE PCC PLAN (continued):

The primary factor to determine level placement is teaching effectiveness. While each level requires minimum years of experience and education, achieving those minimums does not guarantee promotion to that level. Guidelines for initial placement and for promotion are described later in this manual.

Annual salary adjustments are based upon an evaluation of college goals, departmental goals, personal evaluations, professional growth and the availability of funds. Details regarding annual salary adjustments and the evaluation process are described later in this document.

Another important event for faculty is moving from probationary to non-probationary status. Requirements for achieving non-probationary status are also included in this document.

FIGURE 1 - PCC THREE-LEVEL SALARY PLAN

	SUB TRACK (ALTERNATE INITIAL PLACEMENT---LOW LEVEL I)	
Level I ($25,500 - $40,800) Teaching Effectiveness Professional Activities and Contributions Education Technical Experience Total Teaching PCC Teaching	Satisfactory Teaching Demonstration Demonstrated professional or community involvement Eligible for an emergency vocational credential High School Diploma required, but associate degree preferred	Satisfactory Teaching Demonstration Demonstrated professional or community involvement Eligible for the minimum requirements for the teaching position Initial / Promotion from Sub 0 / 0 0 / 0 0 / 0
Level II ($30,600 - $45,900) Teaching Effectiveness Professional Activities and Contributions Education Technical Experience Total Teaching PCC Teaching		Promotion 1 Excellent Teaching Demonstration or Excellent Rating Demonstrated professional or community involvement Eligible for minimum requirements for the teaching position plus 30 semester credit hours or equivalency Initial and Promotion - 6 years of technical - and/or teaching experience 0
Level III ($35,700 -) Teaching Effectiveness Professional Activities and Contributions Education Technical Experience Total Teaching PCC Teaching		Promotion 2 Excellent Rating Demonstrated professional or community involvement Eligible for minimum requirements for the teaching position plus 60 semester credit hours or equivalency Promotion - 12 years technical 6 and/or teaching experience 6

Notes:

- All faculty must have a minimum of an associates' degree
- Teaching/technical experience listed is the minimum, years above the minimum will be used to increase salary within a level
- Years listed as teaching may be a combination of technical and teaching experience.
- Additional education or equivalency should be in the area of teaching responsibility or a closely related field or education classes as determined by the professional growth plan or at initial hire, i.e., 20 workshop/contact hours = 1 semester credit.

GUIDELINES FOR INITIAL APPOINTMENT AND LEVEL PLACEMENT OF FACULTY

Before a contract may be issued, a copy of the following documents must be attached to appropriate Faculty Salary Placement Form:

1. Results of the teaching effectiveness demonstration
2. An analysis of previous professional and community involvement
3. Official transcripts from all colleges and universities attended
4. Verification of previous experience
5. Statements from at least three references including the individual's most recent employer

Special Notes Concerning Initial Appointment:

1. Fulfillment of minimum criteria for a faculty position does not guarantee initial placement at a given level.

2. A faculty member may be initially employed at either Level I or Level II.

3. All faculty must document the completion of designated competencies during the probationary period. A list of required competencies are listed on pages 9 through 13 of this document.

4. The appropriate department chair will verify all competencies of faculty members during their first year of employment using performance-based assessment. Documentation of competency attainment shall be maintained in the faculty member's personnel file.

5. See page 8 for the specific minimum education requirements needed for each teaching area.

6. When considering equivalencies for years of teaching, 45 semester credit hours of adjunct teaching shall equal one year.

7. In related work experience, 2,000 hours of work will be considered one year.

8. When calculating years of teaching and work experience, no more than one year of experience can be accumulated per calendar year.

Special Notes Concerning Initial Appointment (continued):

9. The salary earned will be calculated by beginning with the minimum salary for that level and then adding dollars for additional achievements beyond the minimum criteria for that level. The additional dollars will be earned based on number of semester credits beyond the required degree or credential, additional years of technical experience beyond the minimum required, additional years of teaching beyond the minimum required (Refer to the Initial Salary Computations on page 7). Additional salary for marketability may be added as determined by a marketability factor, subject to the approval of the President.

10. A marketability factor will be established yearly for each program. The marketability factor will then be used at Pueblo Community College on a scale of 0 to 10 percent, with high demand programs being able to increase an individual's salary by no more than ten percent of the established salary as outlined in the Three-Level Salary Plan.

Date _____

PUEBLO COMMUNITY COLLEGE
FACULTY SALARY PLACEMENT FORM

Name _____ Requested Level _____

Teaching Field, Current Level _____ Initial Placement _____

Minimum educational requirement:			
CRITERIA ANALYSIS FOR PLACEMENT LEVEL			
Teaching Effectiveness Rating:			
Professional/Community Activities and Contributions:			
MINIMUM CRITERIA **(Place an asterisk by the education and technical experience used to satisfy the requirements for your initial full-time vocational credential.)**			
Education:	DEGREE	YEAR	MAJOR
	_____	_____	_____
	_____	_____	_____
Years of Related Technical Experience:			
Years of Teaching Experience:			
CRITERIA IN EXCESS OF MINIMUM			
Education:	CREDITS	DEGREE	MAJOR/SUBJECT
	_____	_____	_____
	_____	_____	_____
Years of Related Technical Experience beyond minimum			
Years of Teaching Experience beyond minimum			
Marketability Factor:			

PUEBLO COMMUNITY COLLEGE
INITIAL SALARY COMPUTATIONS

SALARY COMPUTATION CRITERIA	SALARY
Minimum Salary for Level	
Salary increments BEYOND minimum criteria:	
Education beyond minimum degree (number of semester hours or equivalency X $15)	
Related Technical Experience (number of years X $450)	
Sub-total	
Additional salary for marketability	
Total Annual Salary	

PUEBLO COMMUNITY COLLEGE
MINIMUM INITIAL EMPLOYMENT REQUIREMENTS

PROGRAMS	MINIMUM REQUIREMENTS
ACADEMIC TRANSFER PROGRAMS	Master's degree; no experience
AGRICULTURE, MARKETING, BUSINESS PROGRAMS	Bachelor's degree; 2 years of occupational experience (maximum of 1 year of specialized training beyond the Associate's degree may be substituted for up to 1 year of experience)
HEALTH PROGRAMS	Training as per program requirement; 5 years of occupational experience (maximum of 3 years of education beyond the Associate's degree may be substituted for up to 3 years of experience)
OTHER PROGRAMS	Associate's degree; 5 years of occupational experience (maximum of 3 years of specialized training may be substituted for up to 3 years of experience)

SECTION II: PUEBLO COMMUNITY COLLEGE EMPLOYMENT STANDARDS DURING THE THREE-YEAR PROBATIONARY PERIOD

Each probationary faculty member will collaborate with the immediate supervisor and the Director of the Center for Teaching Excellence and his/her mentor to develop an individualized professional development plan. This plan will serve as the professional development plan for merit pay purposes for probationary faculty. The plan will include continuing education to enhance faculty teaching skills. Using the list (see page 10) as a guide, faculty are to complete a minimum of 75 contact hours of continuing education credits during their three-year probationary period: 30 hours, year one; 30 hours, year two; and 15 hours, year three.

A. YEAR ONE PROBATIONARY FACULTY REQUIREMENTS

Faculty must work with an **approved** faculty mentor.

1. Faculty are required to participate in an orientation during their first semester.
2. Faculty must complete a minimum of 30 clock hours from the continuing education list on page 10 or an approved equivalent focused on classroom management and organizational culture.
3. Faculty must demonstrate professional competence through involvement with an advisory committee, student organization, course articulation, or an approved related work experience activity.
4. Faculty must have a minimum of 2 class sessions videotaped for review and improvement.
5. Occupational faculty must complete the Occupational Competence Exam, if available.
6. Faculty must receive an evaluation rating of at least a 2.

PUEBLO COMMUNITY COLLEGE
Continuing Education Topics

NAME _____ DISCIPLINE _____

ACADEMIC YEAR _____ to _____

CONTINUING EDUCATION TOPICS*	COMPLETED			COMMENTS*
	HRS. YEAR 1	HRS. YEAR 2	HRS. YEAR 3	
1. Instructional Objectives/ Content Guides				
2. Grading/Evaluation				
3. Test Construction				
4. Collaborative Learning				
5. Assessment and Advising				
6. Lesson Plan/Performance Goals				
7. Cultural Diversity				
8. Gender Equity				
9. Academic Support/Student Needs				
10. Discipline-Specific Workshops				
11. Critical Thinking Instruction				
12. Needs of "At-Risk" Students				
13. Effective Media/Technology Use				
14. Active Listening Techniques				
15. Active/Independent Learners				
16. Interactive Lecture				
17. Ethics Across the Curriculum				
18. Classroom Research/Assessment				
19. Relevant Activities/Assignments				
20. Learning Styles/Whole Brain Learning				
21. Motivating Students				
22. Building Student Self-Esteem				
23. Recruiting Students				
24. Team Building/Conflict Resolution				
25. Other				
TOTAL HOURS				

***Please reference page number of documentation in portfolio.**

PUEBLO COMMUNITY COLLEGE
Continuing Education Topics

Signature Page

NAME _____

YEAR ONE:

_____ _____ _____
Faculty Signature Chair/Supervisor Signature Vice President Signature

_____
Faculty Mentor

YEAR TWO:

_____ _____ _____
Faculty Signature Chair/Supervisor Signature Vice President Signature

_____
Faculty Mentor

YEAR THREE:

_____ _____ _____
Faculty Signature Chair/Supervisor Signature Vice President Signature

_____
Faculty Mentor

PUEBLO COMMUNITY COLLEGE
EMPLOYMENT STANDARDS
Required Faculty Activities - Probationary Faculty

Proposed Activity* Year 1	Year Completed	Comments*
Orientation		
Professional/Occupational Competency Must complete at least one of the following:		
Advisory Committees		
Student Organizations		
Course Articulation		
Work Experience/ Achievements		
Taping of two class sessions		
Occupational competence exam (if available)		
Evaluation Rating (at least a 2)		
30 hours of continuing education		
Year 2		
30 hours of continuing education		
Evaluation Rating (at least a 2)		
Year 3		
15 hours of continuing education		
15 hours or 1 semester credit of approved project to improve instructional process		
Community service or related work experience activity		
Faculty in service presentation		
Evaluation Rating (at least a 3)		
Total Hours		

YEAR ONE:

_____ _____ _____ _____
Faculty Signature Chair/Supervisor Signature Vice President Signature Faculty Mentor

YEAR TWO:

_____ _____ _____ _____
Faculty Signature Chair/Supervisor Signature Vice President Signature Faculty Mentor

YEAR THREE:

_____ _____ _____ _____
Faculty Signature Chair/Supervisor Signature Vice President Signature Faculty Mentor

***Please reference page of documentation in portfolio.**

B. YEAR TWO PROBATIONARY FACULTY REQUIREMENTS

1. Faculty must complete 30 clock hours of continuing education **or** pre-approved equivalent focused on instructional competencies **and** teaching excellence.

    a. Instructional Competencies
    b. Teaching Excellence

2. Faculty must receive an evaluation rating of at least a 2.

C. YEAR THREE PROBATIONARY FACULTY REQUIREMENTS

1. Faculty must complete 15 clock hours of continuing education. In addition, faculty must engage in a 15-hour approved project to improve instructional process, or an approved one semester credit course.

2. Faculty must have completed an approved community service or related work experience activity.

3. Faculty must have presented a faculty in service.

4. Faculty must receive an evaluation rating of at least a 3.

SECTION III: PUEBLO COMMUNITY COLLEGE PROMOTION CRITERIA

Before a promotion may be granted, documentation of the following must be attached to the Faculty Salary Promotion Form:

1. Results of teaching effectiveness as determined by the PCC evaluation process for the past three years of PCC employment
2. Evidence of previous professional and community involvement
3. Official Transcripts from all colleges and universities attended
4. Verification of additional experience
5. Verification of approval for workshop, non-credit class, seminar, and conference hours conversion to semester credit hours. (20 workshop/contact hours = 1 semester credit)
6. Evidence of completion of the appropriate promotion criteria.

Advancement

Teaching effectiveness and completion of the promotion criteria will be used with the teaching experience requirement and the education/training requirement to advance faculty to the next level.

The **completed application** for promotion must be submitted to the department chair and forwarded with a recommendation for approval to the appropriate Vice President by the first working day in February, without exception, in order to be considered that academic year. Applications received after this date will be considered the following year. The Vice President will counsel with the faculty member and within ten working days will forward appropriate applications for review by the Promotion Committee. All criteria for promotion must be completed by April 30 to complete the process. Applications recommended for approval by the Promotion Committee and the Vice President will be forwarded to the President for consideration by May 1st. Upon approval by the President, the faculty member will be advanced in level and, if funds are available, receive the minimum $2,000 or additional adjustment to meet the level minimum in his/her base salary for the following academic year (July 1st of the same calendar year). Upon final approval of a promotion decision, the President will notify the faculty member, appropriate Division Vice President, Vice President for Administration and Finance, the Payroll Department, the Human Resources Department and the Chair of the Faculty Salary and Load Committee.

Special Notes Concerning Promotions

1. A faculty member is eligible for promotion to Level II and Level III when all of the following have been met:
    a. All of the criteria for the level have been completed and verified.
    b. The faculty member is not on a limited contract or on probation.
    c. The faculty salary funds are available for promotion.

2. A faculty member must teach six full years at Level II of employment at Pueblo Community College before being eligible to be promoted to Level III.

3. A faculty member must meet all requirements for a promotion to a new level before additional pay will be given, except for yearly merit pay.

4. The additional credits for advancement to higher levels should be credits or equivalencies attained in the area of teaching, in a closely related field, or in educational preparation classes.

5. In cases where program accreditation agencies recommend specific graduate courses for faculty, those courses will be considered "in the area of teaching."

6. The years of work experience may be counted either in technical experience or in the education equivalency, but the sum total of the two categories cannot exceed a person's total actual years of work experience and education.

7. When calculating years of teaching and work experience, no more than one year of experience can be accumulated per calendar year.

8. Certification of competencies shall be based upon demonstrated performance as measured and documented in the evaluation system. Additional documentation may be supplied.

9. When applying for promotion to the next higher level, a faculty member is responsible for demonstrating all of the competencies of his/her existing level. This is due to the fact that the Position Description for the next higher level includes all competencies, duties, and responsibilities of all lower levels. It is also recognized that in order to demonstrate certain competencies at one level, it is required to demonstrate the competencies of a lower level.

10. According to BP 3-55, no more than 50% of the total faculty can be at Level III at a given college.

Special Notes Concerning Promotions (continued)

11. The faculty promotion system must be supported by the faculty evaluation system. It shall assess faculty according to the competencies, educational and technical experience, duties, and responsibilities of the appropriate level. There shall be a direct correlation between the duties contained in the Position Description, the evaluation items, and the level competencies to assure full integration.

12. Appointment as a Department Chairperson or a Program Director is an assignment and is not a part of the faculty appointment and promotion system.

13. The Faculty member may appeal a promotion decision to the President.

PUEBLO COMMUNITY COLLEGE
APPLICATION FOR LEVEL PROMOTION FORM

NAME _____ DATE _____

DEPARTMENT _____

TEACHING EFFECTIVENESS RATINGS _____

PROFESSIONAL ACTIVITIES AND CONTRIBUTIONS IN THE LAST THREE YEARS: _____

_____

NO. OF CREDITS OR ADDITIONAL DEGREE ATTAINED _____

NO. OF YEARS AT CURRENT LEVEL _____

TOTAL NO. OF YEARS:

_____ Technical Experience _____ Total Teaching _____ PCC Teaching

I certify that I have met all the requirements for promotion to the next level and that all of the above is true and accurate (documentation must be attached).

_____ _____
Faculty Member Signature Date

I recommend consideration of this application _____
Department Chair/Date

I recommend consideration of this application _____
Vice President/Date

Original Salary: _____ Level: _____

Promotion Stipend: Minimum $2,000 or adjustment to meet the level minimum$_____.

New Salary
before Merit Consideration: _____ Level: _____

PROMOTION COMMITTEE APPROVAL:	DATE:
VICE PRESIDENT'S APPROVAL:	DATE:
PRESIDENT'S APPROVAL:	DATE:

COMMENTS:

PUEBLO COMMUNITY COLLEGE PROMOTION CRITERIA
Level One to Level Two

1. Faculty member demonstrates mastery of all requirements of the probationary standards.

2. Faculty member must have organized and directed students in a pre-approved Community Service/Service Learning Project.

3. Faculty member must have participated in a pre-approved Teaching Excellence Project.

4. Faculty member demonstrates an evaluation rating of at least 3.

5. Other:

PUEBLO COMMUNITY COLLEGE
PROMOTION CRITERIA
Level One to Level Two

NAME _____ DISCIPLINE _____

ACADEMIC YEAR BEGUN _____ COMPLETED_____

PROPOSED PROJECTS*	YEAR COMPLETED	COMMENTS*
1. Mastery of All Requirements of Probationary Standards		
2. Faculty Member Organized and Directed Students in a Pre-Approved Community Service/Service Learning Project		
3. Participation in Pre-Approved Teaching Excellence Project		
4. Evaluation Rating of at least 3		
5. Other:		

_____ _____ _____
Faculty Signature Chair/Supervisor Signature Vice President Signature

***Please reference page number of documentation in portfolio.**

PUEBLO COMMUNITY COLLEGE PROMOTION CRITERIA
Level Two to Level Three

1. Faculty member participated in mentoring training if available.
2. Faculty member shall utilize mentoring training by serving as a mentor.
3. Faculty member must have organized and directed students in a pre-approved Community Service/Service Learning Project.
4. Faculty member participated in a pre-approved Teaching Excellence Project.
5. Faculty member presented Teaching Excellence Seminar/Forum.
6. Faculty member reorganized or designed a curriculum involving active learning strategies and multimedia.
7. Faculty member wrote a grant proposal pre-approved by the appropriate Vice President as fulfilling the grant writing requirement.
8. Faculty member participated in a supervisor approved Student Recruitment/Job Placement Project.
9. Faculty member participated in a supervisor approved related community service, articulation, or work experience.

***Implementation of promotion criteria will be phased in during 1996-97 and become final in 1998-99.**

PUEBLO COMMUNITY COLLEGE
PROMOTION CRITERIA
Level Two to Level Three (6 year process)

NAME _____ DISCIPLINE _____

ACADEMIC YEAR BEGUN _____ COMPLETED _____

PROPOSED PROJECTS*	YEAR COMPLETED	COMMENTS*
1. Participation in Mentoring Training if available		
2. Faculty Member shall utilize mentoring training by serving as a mentor.		
3. Organized and Directed Students in a pre-approved Community Service/Service Learning Project		
4. Participation in Pre-Approved Teaching Excellence Project		
5. Presentation of Teaching Excellence Seminar/Forum		
6. Organization/Design of Curriculum Involving Active Learning Strategies and Multimedia		
7. Writing of a Grant Proposal Pre-Approved by Vice President		
8. Participation in a Supervisor Approved Student Recruitment/Job Placement Project		
9. Participation in Supervisor Approved Related Community Service, articulation, or Work Experience		

_____ _____ _____
Faculty Signature Chair/Supervisor Signature Vice President Signature

***Please reference page number of documentation in portfolio.**

SECTION IV: PUEBLO COMMUNITY COLLEGE EVALUATION PROCEDURES

PERFORMANCE-BASED PAY PROCEDURE

MERIT PAY WILL BE AWARDED AS FOLLOWS:

1. 25% achievement of the Institutional Goals (32 points maximum)
2. 25% achievement of Departmental Goals (32 points maximum)
3. 50% Individual Teaching Effectiveness Profile (64 points maximum)
    - Instructional Competencies Rating (32 points maximum)
    - Professional Responsibilities Rating (4 points maximum)
    - Student Evaluation Rating (8 points maximum)
    - Professional Growth Plan (20 points maximum)

Merit pay disbursements will be made to the individual faculty member based on the number of merit points in achievement of institutional and departmental goals and individual efforts as reflected in the Teaching Effectiveness Profile.

Earned points will be determined through the evaluation process. The total merit points earned for faculty college-wide will be divided into the money available for faculty merit increase after level increases have been allocated, resulting in a net worth dollar amount for each point. The net worth will then be multiplied by the number of earned merit points to determine each faculty member's total merit pay for the year. This amount will be added to the base salary.

FACULTY JOB DESCRIPTION

TITLE: Contracted Faculty

JOB CLASSIFICATION: Faculty

SUPERVISOR: Department Chairperson

GENERAL DUTIES AND RESPONSIBILITIES:

Provides classroom or related instruction under the supervision of the department chairperson. Faculty member plans and provides student instruction in accordance with approved curriculum guidelines and required program standards. Faculty assists in developing, revising, and implementing approved curriculum; contributes to the enhancement of the learning experiences of all students--males, females, minorities, and students with special learning needs; assists in departmental/divisional duties, including but not limited to advising, counseling, student recruitment/placement, inventory control, procurement of supplies, and other duties as assigned.

SPECIFIC RESPONSIBILITIES:

1. Teaches assigned courses in a manner which promotes high levels of student learning and retention.
2. Develops clear, valid, and sequentially organized learning objectives/competencies.
3. Prepares, organizes, and manages the instructional process.
4. Demonstrates knowledge of content subject matter.
5. Encourages students to think critically and independently.
6. Provides opportunity for students to learn through practical applications.
7. Promotes student growth by demonstrating commitment to student success.
8. Actively involves students in the learning process.
9. Is responsive to the learning needs of a diverse student population.
10. Promotes the overall development and operation of the college by fulfilling the expectations identified in the Professional Responsibilities of Faculty.
11. Supports the achievement of college and departmental goals.

FACULTY JOB DESCRIPTION (Continued)

12. Furnishes evidence of additional educational training and/or professional growth and development through projects and activities which improve teaching effectiveness, contributes to the operation, growth, and betterment of the college and community.

13. Supports student services such as recruiting, job placement, student transfer, advising, and student activities.

14. Carries out other duties as assigned by supervisor.

INSTRUCTIONAL COMPETENCIES

1. DEVELOPS CLEAR, VALID, AND SEQUENTIALLY ORGANIZED LEARNING OBJECTIVES/COMPETENCIES

2. PREPARES, ORGANIZES, AND MANAGES THE INSTRUCTIONAL PROCESS

3. DEMONSTRATES KNOWLEDGE OF CONTENT SUBJECT MATTER

4. ENCOURAGES STUDENTS TO THINK CRITICALLY AND INDEPENDENTLY

5. PROVIDES OPPORTUNITY FOR STUDENTS TO LEARN THROUGH PRACTICAL APPLICATIONS

6. DEMONSTRATES COMMITMENT TO STUDENT SUCCESS

7. ACTIVELY INVOLVES STUDENTS IN THE LEARNING PROCESS

8. IS RESPONSIVE TO THE LEARNING NEEDS OF A DIVERSE STUDENT POPULATION

PROFESSIONAL RESPONSIBILITIES OF FACULTY

1. Assists in the implementation of the approved program curriculum; is knowledgeable of program accreditation standards, and strives to meet those standards with available resources.

2. Serves on and makes effective contributions to one college committee or special task force per academic year.

3. Attends all regularly scheduled department, division, and college meetings as required by contract, unless these meetings conflict with a scheduled class or unless the faculty member is excused by the chair/supervisor or the Vice President.

4. Performs student advisement responsibilities professionally and accurately.

5. Maintains a work schedule as agreed upon by the supervisor and in concert with the state faculty workload policy (at least a forty-hour work week with a minimum of 30 hours on campus, which can include co-ops or other off-campus assignments).

6. Maintains regularly scheduled hours (a minimum of five per week) for consultation or advisement with students.

7. Adheres to all laws, policies, procedures, rules, and regulations which govern and affect the college, including fiscal rules of the State of Colorado.

8. In constructing syllabus, provides clear, well-written objectives which completely address the necessary content and curriculum.

9. Contributes to department curriculum development.

10. Absences are minimal and for appropriate cause.

11. When absent, notifies supervisor for coverage of classes.

12. Responds favorably to suggestions for improvement and handles criticism in a professional manner.

13. Accomplishes assigned institutional, department, and/or class tasks in a timely manner.

14. Participates when appropriate in cooperative planning with colleagues.

15. Submits institutional documents such as student grade reports and growth plan when due.

16. Meets all regularly scheduled classes unless the class has been cancelled or rescheduled by or with the permission of the chair/supervisor.

17. Serves as a substitute within the program for absent colleagues for short-term absences of not more than five clock hours per semester.

18. Is available for duty during orientation, advising, and registration periods during the academic year.

19. Assists in Accountability Progress Reports, program reviews, and evaluation processes required by internal/external sources.

20. Assists with training of instructors and with the preparation of materials for them.

21. Models professionalism in dress and action.

22. Supervises and enforces appropriate safety procedures in the laboratories and other environments, facilities, and operations which are part of the program.

23. Evaluates the effectiveness of lab/occupational procedures on a regular basis and revises as necessary.

24. Adheres to, monitors, and/or establishes an inventory system for equipment, supplies, and lab materials.

25. Participates in graduation ceremony.

26. Assists in recruitment, placement, and transfer of students.

27. Assists with program advisory committee meetings and activities.

28. Goes through chain of command in resolving conflicts.

29. Acknowledges and carries out recommendations derived from evaluations.

30. Accepts personal responsibility for compliance with administrative policies and procedures.

EVALUATION GUIDELINES

PURPOSE

The evaluation process is designed to serve the following purposes:

- facilitate the improvement of instruction,
- stimulate the professional growth and development of instructional personnel, and
- provide a basis for equitable decisions for retention, merit, and promotion.

These guidelines and procedures are in compliance with State Board for Community Colleges and Occupational Education (SBCCOE) evaluation policies.

Evaluation of the educational process is necessary for the following reasons:

A. accountability and quality control to accrediting bodies, students, and administrative peers with assurance of basic standards of quality in the educational product delivered at this college;

B. remediation and professional development of new faculty and administrators and continued improvement of experienced faculty and administrators;

C. practical feedback to the instructor for use in improving course content, teaching methods, course requirements, etc.;

D. practical feedback to administrators for use in improving leadership, supervising programs of curriculum, and implementing and participating in professional growth and development of all personnel; and

E. promotion of ownership in the learning process by all parties.

The emphasis in the evaluation process will be on gathering information that faculty can use to improve their teaching and that supervisors can use to improve administrative processes.

STANDARDIZATION

Pueblo Community College views evaluation systems as a means to provide continuous institutional improvement, maintain quality control across program offerings, and insure adherence to the stated purpose and objectives of the College. Therefore, evaluation systems will be developed, administered, and reviewed in an objective and standard format throughout the on- and off-campus system of Pueblo Community College.

CONFIDENTIALITY

Confidentiality as used in the evaluation procedure refers to the protection of evaluative materials and statements and of the identities of the respondents or authors of such materials and/or statements.

Confidentiality does not mean secrecy. However, any employee or student who is asked to evaluate a staff member should have the assurance that the particulars of his/her judgments will be held in confidence and will not be made available to anyone except those duly appointed to participate in the evaluation review process. Instruments and procedures used should assure anonymity for individual respondents. Issues that enter the court system may require the release of documents and information otherwise considered confidential by the College.

Evaluation systems will be administered in a manner that will assure confidentiality of results. Therefore, the following guidelines will be applied:

A. Students may distribute and collect surveys. However, students will not tally results, file documents, or have access to completed documents.

B. Administrators with access to evaluation materials will use professional standards of confidentiality.

C. Evaluation procedures will be public so that all employees can be assured that the processes of evaluation provide for a full and a fair review.

D. An avenue for redress will be a part of the procedures in case improprieties in the process are believed to have occurred.

E. The employee being evaluated will be afforded the opportunity to review and respond to the evaluation in order to assure that he/she will benefit from the evaluation and be able to implement steps toward improving his/her performance.

F. Access to individual evaluations will be limited to the employee evaluated, the evaluating supervisor, individuals in the direct upward chain of command, and staff assigned to the Human Resources Office.

EVALUATION PROCEDURES

Annual faculty evaluations are part of a comprehensive performance based assessment system designed to evaluate the overall effectiveness of the institution. Under this system, annual pay increases are based on two general criteria: how well the institution as a whole has accomplished its stated goals, and the individual merit of each faculty member. Individual merit is determined by the number of points earned by faculty in the following categories: teaching effectiveness, fulfillment of professional responsibilities, and fulfillment of professional growth plans and projects.

Department chairs and co-chairs will evaluate faculty performance in each of these areas. (When department chairs are evaluated as faculty members, the appropriate vice president will conduct the evaluation.) To evaluate teaching effectiveness, chairs will rely primarily, though not exclusively, on classroom observation. To evaluate fulfillment of professional responsibilities, chairs will rely primarily, though not exclusively, on daily contacts with faculty throughout the year. To evaluate fulfillment of the professional growth plan, chairs will rely on documentary evidence presented by faculty in the form of a portfolio.

Chairs will be trained to evaluate their faculty effectively and fairly. They will be responsible for the following general tasks:

- communicate the criteria, schedule, and procedures to each faculty member at the beginning of the evaluation period,
- consult with faculty periodically during the academic year on their progress in fulfilling stated goals,
- conduct an end-of-year two-way conference with each of their faculty to assess performance and award points in each of the three areas named above, and
- participate in an end-of-year three-way conference between the division vice president, department chair, and faculty member in which final points in each category are determined and any conflicts are resolved.

All appraisers except students must be trained in the use of the evaluation instruments. The Vice President of Educational Development is responsible for this training.

A. Schedule of Evaluation

Supervisors should communicate the criteria, schedule, and procedures to be used in the evaluation to the faculty during the first three weeks of the semester or term of evaluation.

Evaluations should be conducted after 60 to 80 percent of the scheduled hours have been completed. To apportion the workload evenly, the supervisor may determine in which semester a faculty member will be evaluated. Specific date and time of evaluation will be determined by the faculty member and supervisor.

Additional classroom observations or student evaluations may be requested at any time if the supervisor and/or faculty member deems them necessary.

Faculty members who teach under more than one supervisor will be evaluated by each supervisor.

1. **Probationary Faculty**:

   Both classroom observations and student evaluations will be conducted annually.

2. **Non-probationary Faculty:**

   a. Classroom observations

      Classroom observations are to be completed at a minimum of every three (3) years. Faculty who attain non-probationary status will be observed during their first non-probationary year and then every three years thereafter.

   b. Student evaluations

      Student evaluations of faculty will be completed at a minimum of every three (3) years. Faculty who attain non-probationary status will be evaluated by students during the first non-probationary year and then every three years thereafter.

B. Professional Growth Plan (Appendix A)

1. All contracted, non-probationary faculty will prepare a growth plan annually. Completion of this plan is required for any monetary rewards in the Merit Pay System. (Growth plans are not required of probationary faculty; instead, they must fulfill the level requirements outlined in pages 9 - 13 of this document).

2. Faculty will submit a draft of their growth plan to their immediate supervisor by the end of the second week in October for review. Faculty will apply point values to each activity listed under sections I, II, and III of the plan and will negotiate these point values with their immediate supervisor and Division Vice President. (Points are not awarded in section IV of the growth plan, "Projects to Improve Areas of Weakness".) The total point value to be awarded for progress on the professional growth plan will not exceed 20 points.

3. Final drafts of faculty growth plans are due to the appropriate supervisor by the first Monday in November. Division Vice Presidents will approve these drafts within 20 working days.

4. As the academic year unfolds, changing circumstances may require that faculty and supervisors re-negotiate and revise existing growth plans. Activities to be completed and point values may be subject to change; however, any such changes must be made by mutual consent of the Vice President and the faculty member, and must occur prior to the end-of-year Merit Pay Assessment conference. During the conference, Division Vice Presidents may not reduce the previously agreed upon point value of any growth plan activity if fully completed.

5. Faculty will submit a growth plan progress report (see page 35, 1c, of this document) with their self evaluation to their supervisor by the last faculty work day in March. At this time, growth plan goals and points may be re-negotiated as necessary; changes to growth plans require the approval of the appropriate vice president. In the two-way conference at the end of the year, chairs will evaluate progress in fulfilling the growth plan and assign a point total for this area. The results will be discussed by the faculty member, immediate supervisor, and Division Vice President at a scheduled three-way conference during the spring semester. Final points for progress on the growth plan will be awarded during this conference; these points will be recorded on the Merit Pay Assessment form.

6. Faculty not on 1.0 contracts will prorate their growth plan points according to their contract status. Prorated points will be multiplied by an appropriate number to achieve equivalence on a 20 point scale for entry on the Merit Pay Assessment form. For example, faculty on a .5 contract may achieve a maximum of 10 (ten) growth plan points, but points awarded in the three-way conference will be multiplied by 2 for the purpose of merit/salary calculation.

C. Classroom Observation

1. Procedure:

a. Prior to the classroom observation, the supervisor will meet with each faculty member for a pre-observation conference to select a class or classes for observation and to set the date and time for the classroom observation(s). Other purposes of the pre-conference may include, but are not limited to, the following:

- to discuss the purpose of the classroom observation,
- to acquaint the appraiser with the activities that will be observed and the objectives that will be taught,
- to inform the appraiser of any special characteristics of the learning environment that may affect the results of the classroom observation(s), and/or
- to determine specific areas or competencies the appraiser wishes to observe.

b. The appraiser will conduct a post-observation conference to discuss the results of the observation, make recommendations, provide the opportunity for faculty member to respond to the results, and determine if additional classroom observations are necessary. Additional classroom observations may be requested by the supervisor to observe specific instructional competencies for the purpose of completing the evaluation form or revising a previous score(s). The faculty member may request additional classroom observations to improve a previous score(s), correct an identified weakness, or receive additional feedback from the supervisor for self-improvement.

c. The appraiser will fill out the Instructional Competencies Checklist (Appendix B). Signed copies will be submitted to the Human Resources Office, the faculty, and the supervisor.

d. Any identified weaknesses (areas rated as "1" or "2" on the supervisor evaluation form) must be addressed in section IV of the next year's Professional Growth Plan for faculty members. Weaknesses must be remedied by the next year's observation period.

2. Instructional Competencies Checklist (Appendix B)

Supervisors should observe the following guidelines in completing the Instructional Competencies Checklist.

a. The checklist need not be completed during the observation session. Observers may record their initial reactions in any form they prefer, then transfer their observations to the form at a later time.

b. All eight instructional competencies must be assessed as part of the supervisor evaluation, though they do not necessarily have to be observed during the required observation session. By mutual consent of the faculty member and supervisor, additional observation sessions may be scheduled to observe and record points in all 8 competencies. However, classroom observation is only one method of data collection to assess instructional competencies. The supervisor may choose to consider other data sources. Sources in addition to classroom observations may include, but need not be limited to, videotapes of the class, materials created for a specific purpose, and/or observations of a secondary appraiser.

D. Student Evaluation (Appendix C and Appendix D)

1. Each faculty member will be evaluated by students in two classes/labs after at least 60 and no more than 80 percent of the scheduled hours have been completed. The faculty member being evaluated will choose one class, and his/her immediate supervisor will choose the second class. Evaluations will be conducted following the established Pueblo Community College Protocol (Appendix C). (See Appendix D for student evaluation forms. Only the items on this instrument will be used for obtaining official student evaluation results.)

2. The PCC Bookstore will be responsible for ordering evaluation forms and will serve as a center for distributing forms to the divisions/departments. The Human Resources Office will receive completed forms to be processed. Supervisors will be responsible

for submitting form requests to the bookstore, coordinating the completion of the forms, and returning completed forms to the Human Resources Office in accordance with established timelines. Faculty will be notified of the results of the student evaluation upon completion of the course.

3. Department chairs and/or faculty may add items to the evaluation instrument to gain developmental/improvement data. These items, however, will not be part of the evaluation statistics.

E. Faculty's Self Evaluation (Appendix E)

In the merit pay process, no points are awarded for the faculty self evaluation. Faculty complete the Self-Evaluation form to provide additional input to the supervisor evaluation process and to comment on circumstances that may have adversely affected student evaluations. Additionally, faculty use the Self-Evaluation form to record points which, in the faculty member's view, have been earned in fulfilling the professional growth plan; final award of growth plan points occurs on the Merit Pay Assessment form after negotiation between faculty, supervisor, and Division Vice President.

1. Faculty should observe the following guidelines in completing the Self-Evaluation Form:

   a. Unlike the Instructional Competencies Checklist, the Self-Evaluation form does not list the descriptors of success for each instructional competency. Faculty may consult the list of descriptors on the Instructional Competencies Checklist for help in describing effectiveness in each area.

   b. To evaluate their fulfillment of professional responsibilities, faculty should refer to the general job description (page 23) and list of responsibilities found on page 26 in this Manual.

   c. To document their progress in fulfilling the Professional Growth Plan, faculty should attach the following to the Self-Evaluation form:

      - a copy of their approved growth plan, and
      - an item-by-item analysis of progress, with supporting documentation. Such documentation might include, but is not limited to, proof of attendance at conferences/workshops, evidence of curriculum revision, letters from organizations in the community, or a document the faculty member has produced.

Unlike the other items on the Self-Evaluation form, item 10, representing progress in fulfilling the professional growth plan, may be worth a maximum of 20 points.

Under "Comments Regarding Student Evaluations," faculty may supply any information relevant to the outcome of the student evaluation. Comments might describe the setting in which the class meets, the number of students in attendance on the day of the evaluation, the difficulty of course content, a recent incident that affected class morale, or any other situation which faculty wish to make known.

F. SUPERVISOR EVALUATION (Appendix F)

1. Procedure

Department chairs, co-chairs, or program coordinators have the responsibility for evaluating faculty serving in their department(s) and for communicating the results of the supervisor's evaluation process to them prior to the end-of-year merit pay assessment conference with the Division Vice President. Supervisors will communicate the results of their evaluation to faculty in a formal two-way conference. If the chair is being evaluated as faculty, the Division Vice President will complete the evaluation.

2. Supervisor Evaluation Form

Supervisors should observe the following guidelines in completing the Supervisor Evaluation form:

a. In assigning points for teaching effectiveness, supervisors will consider the results of the classroom observation plus any additional materials provided by faculty, to include syllabi, videotapes of classroom performance, handouts, written comments of students on the student evaluation form, etc. Supervisors will NOT consider the numerical results of student evaluations in assigning points for teaching effectiveness on the Supervisor Evaluation form. (Points for student evaluations are awarded on the Merit Pay Assessment form.)

b. For competencies evaluated (with a "1","2" or "4"), supervisors must provide explanatory comments.

c. To evaluate faculty fulfillment of professional responsibilities, supervisors should refer to the general job description and list of responsibilities found on page 26 in this manual.

d. To document faculty progress in fulfilling the Professional Growth Plan, supervisors should first review faculty-provided documentation attached to the Self-Evaluation form. If supervisors agree that the documentation is valid, supervisors should award the appropriate points on the Supervisor Evaluation form. If supervisors do not agree that the documentation is valid, they should award appropriate points, provide explanatory comments in the space provided, and if possible, attach supporting documentation to the Supervisor Evaluation form.

e. Progress in fulfilling the Professional Growth Plan may be worth a maximum of 20 points.

G. MERIT PAY ASSESSMENT

1. The Merit Pay Process

The annual assessment of faculty to award points for merit pay is part of larger, college-wide assessment in which points are also awarded for attainment of college and division/department goals. For a general explanation of the performance based pay procedure, please see page 22.

The faculty evaluation process culminates in a final, three-way conference between the faculty member, the supervisor, and the Division Vice-President. The purposes of this meeting are a) to award final points for merit pay based on all criteria listed on the merit pay assessment form, and b) to allow faculty to share their accomplishments and outline growth goals for the coming year. The supervisor's judgment concerning faculty performance will be accepted by the division vice president for the purpose of awarding merit pay unless there is a dispute between supervisor and faculty; disputes will be resolved by the vice president.

2. Merit Pay Assessment Form (Appendix G)

The following guidelines should be observed in completing the Merit Pay Assessment form:

a. Completion of the Merit Pay Assessment Form must take place during a three-way conference between the faculty member, the supervisor, and the Division Vice President. When the chair is being evaluated, a two-way conference between the chair and the Division Vice President is sufficient. [NOTE: For the purposes of the merit pay system, department chairs are evaluated in their role as faculty members only, not in their role as chairs. Evaluation of chair performance as chairs is separate from the merit pay system and determines only whether the chair continues as chair.] The conference will be held at the end of the evaluation period (generally in late April/early May of each academic year.)

b. Each faculty member is responsible for furnishing any documents that might supplement the evaluation process. Such documents might include course syllabi or supplements, exercise handouts, tests, videotaped classroom performance, etc.

c. The numerical score from the student evaluation is not subject to negotiation; rather, it will be recorded on the Merit Pay Assessment Form according to a procedure agreed upon by all faculty. (This procedure will depend upon which instrument has been adopted for student evaluation).

d. Points awarded by the supervisor in the areas of teaching effectiveness and fulfillment of professional responsibilities will be transferred to the appropriate sections of the Merit Pay Assessment Form. In the case of discrepancies between the faculty member and supervisor, the Division Vice President will decide how many points are awarded in these categories and will award these points on the appropriate sections of the Merit Pay Assessment Form.

e. Points for achievement of growth plan goals will be discussed and awarded during the three-way conference. The awarded points will be recorded in the appropriate section of the Merit Pay Assessment form by the Division Vice President.

f. The score for Departmental Goals is to be provided by the Division Vice President after review and negotiation with a representative from the department.

g. The score for College Goals is to be provided by the appropriate Vice President.

h. All points from the supervisor evaluation, student evaluation, and professional growth plan must be recorded and totaled on the form before the form is signed.

i. The form must be signed by all parties to the conference to be considered valid. A faculty member's signature does not imply agreement with any evaluation results or comments.

j. Letters will be sent by the end of July to individual faculty members by the Division Vice President at home addresses to communicate final outcomes.

REDRESS

According to state board policy 3-50, evaluation results are not grievable. However, the following redress procedure will allow faculty to document their concerns with any aspect of the evaluation process.

A. If an employee has concerns with the evaluation outcome, he/she may request review and redress by submitting the Redress Form (**Appendix H**) This form will delineate the area(s) and reason(s) for disagreement and will become part of the evaluation record. In addition to the form, the employee must provide documentation supporting his/her request for redress.

B. If a faculty member feels that improprieties in the evaluation process have occurred or has concerns with the evaluation outcome, he/she should immediately notify in writing the Division Vice President. Within ten (10) working days after the final evaluation meeting with the supervisor, the completed Redress form and any necessary supporting documentation should be submitted to the Division Vice President.

C. If the Division Vice President determines that improprieties have not occurred, the faculty member should submit the same documentation to the Affirmative Action Director within ten (10) working days. Within five (5) working days of receiving the request for redress, the Affirmative Action Director will make a final recommendation to the Division Vice President to conduct another evaluation, dismiss the request, or refer the matter back to the Division Vice President for resolution. This recommendation will become a part of the employee's personnel file.

D. If either the Division Vice President or the Affirmative Action Director determines that improprieties have occurred, the Division Vice President will respond in writing to the faculty member validating of the complaint and detailing the steps being taken to reach resolution. This response will become part of the employee's personnel file.

RECORDS

All completed evaluation forms, redress statements, and/or any data related to the faculty performance will be submitted to the Human Resources office, where documents will be securely housed. (After tabulation and summary of student evaluation forms and comments, the original student evaluation forms must be kept on file for three years.) A faculty member may review his/her file and request copies of the contents by scheduling an appointment with Human Resources. Nothing may be added to or deleted from the file. The Division Vice President and/or supervisors may keep a copy of evaluation results (reports) for faculty in their areas of supervision. However, no document or notations may be included that are not a part of the faculty's official record located in the Office of Human Resources.

APPENDICES

APPENDIX A
PUEBLO COMMUNITY COLLEGE
PROFESSIONAL GROWTH PLAN

Faculty Member _____ Department _____

Date _____ Chair _____

Your proposed growth plan should be submitted to your instructional supervisor at the beginning of the academic year. Individualize your growth plan by using any or all of the following areas. Refer to your copy of *Instructional Competencies to Promote Effective Learning* for ideas. Be sure to state each goal as an observable and measurable objective. Also, indicate the time needed to achieve each objective (one year, two, three, etc.) where necessary.

I. Projects or activities to improve **teaching effectiveness:** Point Value _____

II. **Contributions and activities** contributing to the operation, growth, and betterment of our college and community: Point Value _____

III. **Education and training** projects/programs to promote teaching effectiveness: Point Value _____

IV. Projects to **improve areas of identified weakness**:

_____ _____
Faculty Signature Date

_____ _____
Supervisor' Approval Date

_____ _____
Vice President's Approval Date

APPENDIX B
PUEBLO COMMUNITY COLLEGE
INSTRUCTIONAL COMPETENCIES CHECKLIST

EFFECTIVE DATE: _____

Department: _____

Supervisor: _____

Faculty: _____

Evaluation Period: _____

Evaluation Dates: _____ _____ _____ _____

Conference Dates: _____ _____ _____ _____

Competency 1:

Develops clear, valid, and sequentially organized learning objectives/competencies

___ **EXPECTED PERFORMANCE:**

EXPECTED PERFORMANCE will result when ALL ITEMS are performed:

- **Faculty member communicates, in writing, course information to students during the first week of class: course objectives, text and material list, evaluation methods, and schedules for projects, examinations, and tests.**
- **Faculty member conveys, in writing, project/assignment descriptions and evaluation methods to the students when the projects/assignments are assigned.**
- **Faculty member conveys, in writing, changes in course requirements to students.**
- **Faculty member evaluates students' progress and understanding on a regular basis through frequent written and/or oral assessments that reflect instructional objectives.**
- **Faculty member designs objectives, lesson plans, and activities that sequence curriculum to assure a logical and meaningful learning experience.**

___ **EXCEPTIONAL PERFORMANCE:**

EXCEPTIONAL PERFORMANCE will result if BOTH of the following are performed in addition to the EXPECTED.

- **Faculty member performs statistical analysis on all major tests/examinations, projects, and/or portfolios for one prep during this evaluation period.**
- **Faculty member develops or revises examinations, projects, and/or teaching strategies based on statistical analysis of current course objectives as appropriate.**

NOTE:

Other projects/activities may be considered as exceptional performance if approved by supervisor and both division vice-presidents.

___ **SOME IMPROVEMENT NEEDED**

___ **SIGNIFICANT IMPROVEMENT NEEDED**

Competency 2:

Prepares, organizes, and manages the instructional process

___ **EXPECTED PERFORMANCE:**

EXPECTED PERFORMANCE will result when ALL ITEMS are performed:

- **Faculty member organizes and plans class sessions, equipment, and material in advance.**
- **Faculty member evaluates and returns tests, examinations, and assignments to the students within one week.**
- **Faculty member provides supervision and actively assists students in class/lab.**
- **Faculty member identifies and summarizes major points.**
- **Faculty member explains abstract ideas and theories by using relevant examples and illustrations.**
- **Faculty member critiques student work (tests, examinations, and projects) and informs the student of his/her work that needs improvement.**
- **Faculty member implements strategies to deal with inappropriate student behavior when required.**

___ **EXCEPTIONAL PERFORMANCE:**

EXCEPTIONAL PERFORMANCE will result if ANY of the following is performed in addition to the EXPECTED.

- **Faculty member analyzes learning styles of students with pre-approved assessment instrument to implement a variety of learning strategies.**
- **Faculty member provides written documentation of cumulative course grades to individual students for a minimum of three times per class per prep.**

NOTE:

Other projects/activities may be considered as exceptional performance if approved by supervisor and both division vice-presidents.

___ **SOME IMPROVEMENT NEEDED**

___ **SIGNIFICANT IMPROVEMENT NEEDED**

Competency 3:

Demonstrates knowledge of subject matter

____ **EXPECTED PERFORMANCE:**

EXPECTED PERFORMANCE will result when ALL ITEMS are performed:

- **Faculty member clearly defines new terminology, concepts, and principles.**
- **Faculty member accurately explains topics to appropriate depth.**
- **Faculty member clarifies students' misunderstanding by offering relevant and concrete examples and explanations.**

____ **EXCEPTIONAL PERFORMANCE:**

EXCEPTIONAL PERFORMANCE will result if the following is performed in addition to the EXPECTED.

- **Faculty member updates/validates course content annually through professional literature, through continuing education, by returning to the work force, and/or with advisory committee consultation.**

NOTE:

Other projects/activities may be considered as exceptional performance if approved by supervisor and both division vice-presidents.

____ **SOME IMPROVEMENT NEEDED**

____ **SIGNIFICANT IMPROVEMENT NEEDED**

Competency 4:

Encourages students to think critically and independently

____ **EXPECTED PERFORMANCE:**

EXPECTED PERFORMANCE will result when ALL ITEMS are performed:

- **Faculty member develops students' problem solving skills by using inductive questioning techniques.**
- **Faculty member gives assignments and exams that require analysis, synthesis, and evaluation of information about the subject.**
- **Faculty member provides students opportunities to explore problems, recognize alternatives, make decisions, and find answers to their own questions.**
- **Faculty member promotes questioning and curiosity in discussion, classroom activities, and assignments.**

____ **EXCEPTIONAL PERFORMANCE:**

EXCEPTIONAL PERFORMANCE will result if the following is performed in addition to the EXPECTED.

- **Faculty member assigns problem-solving projects that require independent student research, critical thinking and communication of results to other students.**

NOTE:

Other projects/activities may be considered as exceptional performance if approved by supervisor and both division vice-presidents.

____ **SOME IMPROVEMENT NEEDED**

____ **SIGNIFICANT IMPROVEMENT NEEDED**

Competency 5:

Provides opportunity for students to learn through practical applications

____ **EXPECTED PERFORMANCE:**

EXPECTED PERFORMANCE will result when ALL ITEMS are performed:

- **Faculty member appropriately relates course materials to other areas of knowledge and to workplace applications.**
- **Faculty member provides examples of professional/work application of knowledge and opportunities for student practice within that context.**
- **Faculty member requires students to integrate knowledge in simulated problem applications.**

____ **EXCEPTIONAL PERFORMANCE:**

EXCEPTIONAL PERFORMANCE will result if the following is performed in addition to the EXPECTED.

- **Faculty member integrates community service, service learning, and/or work experience opportunities into the curriculum as an application of learning.**

NOTE:

Other projects/activities may be considered as exceptional performance if approved by supervisor and both division vice-presidents.

____ **SOME IMPROVEMENT NEEDED**

____ **SIGNIFICANT IMPROVEMENT NEEDED**

Competency 6:

Demonstrates commitment to student success.

____ **EXPECTED PERFORMANCE:**

EXPECTED PERFORMANCE will result when ALL ITEMS are performed:

- **Faculty member establishes and maintains rapport with students on a professional level.**
- **Faculty member re-explains and reteaches course materials as appropriate.**
- **Faculty member relates to students impartially and accepts different viewpoints when resolving conflict.**
- **Faculty member considers students' questions seriously and demonstrates a respectful, courteous, non-demeaning attitude towards students.**
- **Faculty member refrains from talking about or criticizing students in the presence of other students.**
- **Faculty member exhibits a positive attitude about students' ability to learn and helps students develop a positive self-concept.**
- **Faculty member recommends tutorial, remediation materials, and/or study skill methods when needed.**

____ **EXCEPTIONAL PERFORMANCE:**

EXCEPTIONAL PERFORMANCE will result if ANY of the following is performed in addition to the EXPECTED.

- **Faculty member voluntarily schedules extra time (beyond class/lab or office hours) to assist students who need additional instruction to meet the requirements of the course.**
- **Faculty member is available at students' requests as a resource as evidenced by frequent appointments for information, assistance, and/or support.**

NOTE:

Other projects/activities may be considered as exceptional performance if approved by supervisor and both division vice-presidents.

____ **SOME IMPROVEMENT NEEDED**

____ **SIGNIFICANT IMPROVEMENT NEEDED**

Competency 7:

Actively involves students in the learning process

____ **EXPECTED PERFORMANCE:**

EXPECTED PERFORMANCE will result when ALL ITEMS are performed:

- **Faculty member promotes the use of the library, computer labs, and other educational resources.**
- **Faculty member provides appropriate individual and/or group activities for practice and application.**
- **Faculty member involves students in discussions or other active learning strategies relevant to identified course.**

____ **EXCEPTIONAL PERFORMANCE:**

EXCEPTIONAL PERFORMANCE will result if ANY of the following is performed in addition to the EXPECTED.

- **Faculty member provides collaborative/cooperative learning opportunities for students.**
- **Faculty member implements innovative materials for an assigned course. Innovative Learning Materials include any material that assists instruction and enhances student learning, such as individualized instruction, computer aided instruction, interactive videodisc, video projection, Internet, cable television instruction, video over the network, distance education techniques, or digital video (CD-ROM/ Laser disc).**

NOTE:

Other projects/activities may be considered as exceptional performance if approved by supervisor and both division vice-presidents.

____ **SOME IMPROVEMENT NEEDED**

____ **SIGNIFICANT IMPROVEMENT NEEDED**

Competency 8:

Is responsive to the learning needs of a diverse student population

____ **EXPECTED PERFORMANCE:**

EXPECTED PERFORMANCE will result when ALL ITEMS are performed:

- **Faculty member acknowledges the right of others to hold differing views or values.**
- **Faculty member varies teaching techniques to accommodate a variety of learning needs for students of diverse backgrounds.**
- **Faculty member provides reasonable accommodation for exceptional and disadvantaged students.**

____ **EXCEPTIONAL PERFORMANCE:**

EXCEPTIONAL PERFORMANCE will result if the following is performed in addition to the EXPECTED.

- **Faculty member integrates multi-cultural issues into the curriculum, where appropriate.**

NOTE:

Other projects/activities may be considered as exceptional performance if approved by supervisor and both division vice-presidents.

____ **SOME IMPROVEMENT NEEDED**
____ **SIGNIFICANT IMPROVEMENT NEEDED**

Comments

APPENDIX C
PUEBLO COMMUNITY COLLEGE
PROTOCOL FOR DISTRIBUTION OF
STUDENT EVALUATION OF FACULTY FORMS

1. Before distributing evaluation forms, faculty member should read the following statement:

THE EVALUATIONS ARE FOR THE PURPOSE OF HELPING ME IMPROVE MY TEACHING METHODS AND STYLE SO THAT I MIGHT BETTER PERFORM MY JOB. YOU SHOULD MARK THE FORM WITH YOUR HONEST APPRAISAL OF HOW WELL I HAVE ACHIEVED MY PRIMARY TASK.

CLASS AVERAGE RESULTS WILL BE PROVIDED TO ME AFTER I HAVE TURNED IN GRADE SHEETS FOR THE CLASS. SPECIFIC INDIVIDUALS WILL NOT BE IDENTIFIED. AFTER THE EVALUATION IS COMPLETED, FORMS ARE TO BE SEALED IN THIS ENVELOPE AND TAKEN TO THE VICE PRESIDENT'S OFFICE (OR TO THE LEARNING CENTER DURING EVENINGS OR WEEKENDS).

2. The faculty member selects someone to collect the forms.

3. The faculty member leaves the room while evaluations are being completed.

4. Completed forms are placed in the envelope provided, sealed, and taken by the appointed student to the appropriate Vice President's office (or to the Learning Center during evenings or weekends).

5. Results are compiled by the Human Resources Office.

6. Results will be distributed to the supervisor prior to the end of the class(es) that were evaluated by the students.

7. Faculty will receive the results of the student evaluations after grade sheets are turned in. A copy of the results will be placed in the employee's personnel file after the faculty member has received the results.

APPENDIX D
PUEBLO COMMUNITY COLLEGE
STUDENT EVALUATION INSTRUMENTS (LIST OF EVALUATION FORMS)

Form A **(Brown)** is designed for small lecture/discussion courses. Items emphasize the clarity and quality of information transmitted, as well as the nature of the interaction between faculty and student.

Form B **(Blue)** is designed for large lecture classes, with little or no in-class interaction between faculty and student. Items strongly emphasize the quality of course organization and information transmitted.

Form C **(Green)** is designed for seminar discussion classes that include a minimal amount of formal lecturing by the faculty member. The items emphasize quality of discussion as well as course organization and interest level.

Form D **(Purple)** is designed for those classes whose purpose is the teaching of problem-solving or heuristic methods. Clear explanations, dealing with student difficulties and quality of problems are emphasized.

Form E **(Red)** is designed for those classes that are skill oriented and in which students get "hands on" experiences related to future occupational demands. Such classes include clinical nursing, art studio, social-work field experience, etc.

Form F **(Tangerine)** is designed for quiz sections. These are usually taught by graduate teaching assistants, in conjunction with a lecture section taught by a regular faculty member. Items focus on the ability of the quiz section faculty to interact with students and provide clear and useful explanations.

Form G **(Aqua)** is designed for use in lecture classes (such as those in math) that rely heavily on homework problems and a textbook. Emphasis is on the faculty's ability to communicate with students, and the value of assigned problems and readings.

Form H **(Gray)** is designed for lab sections generally taught in conjunction with classes in the physical sciences. Items emphasize the faculty member's ability to introduce meaningful questions, assist students, and deal with unexpected problems.

Form I **(Avocado)** is designed to be used in distance learning (correspondence) courses. Items relate to the faculty member's responsiveness and the quality of support material.

Form J **(Maroon)** is designed to evaluate instruction provided through clinical experience rather than traditional academic coursework. Such courses are often found in the health professions or the arts. Items focus on the faculty member's ability to provide information, stimulate learning, and demonstrate skills.

Form X **(Gray Blue)** is designed to be used across all course types. It includes a reduced set of items relating to general educational processes and a unique set intended to assess educational outcomes.

APPENDIX E
PUEBLO COMMUNITY COLLEGE
FACULTY'S SELF-EVALUATION

Faculty _____ Date _____

Refer to the Statement of Instructional Competencies and Responsibilities for elaboration.

EXCEPTIONAL PERFORMANCE	DEMONSTRATES EXPECTED PERFORMANCE	SOME IMPROVEMENT NEEDED	SIGNIFICANT IMPROVEMENT NEEDED
4	3	2	1

____ 1. Faculty member develops clear, valid, and sequentially organized learning objectives/competencies.

____ 2. Faculty member prepares, organizes, and manages the instructional process.

____ 3. Faculty member demonstrates a knowledge of content subject matter.

____ 4. Faculty member encourages students to think critically and independently.

____ 5. Faculty member provides opportunity for students to learn through practical application.

____ 6. Faculty member demonstrates a commitment to student success.

____ 7. Faculty member actively involves students in the learning process.

____ 8. Faculty member is responsive to the learning needs of a diverse student population.

____ 9. Faculty member fulfills professional responsibilities.

____ 10. Progress on professional growth plan (20 points maximum).
(Attach a copy of approved growth plan with analysis of progress.)

___ 11. Student Evaluations:

COMMENTS:

NOTE: ***Please attach any documentation that is evidence of exceeding expected effectiveness. Such documentation might include, but is not limited to, letters from students to administrators, letters from community leaders and professional organizations, class materials, and/or newspaper articles.***

APPENDIX F
PUEBLO COMMUNITY COLLEGE
SUPERVISOR'S EVALUATION OF FACULTY

Faculty: _____ Date _____

Refer to the Statement of Instructional Competencies and Responsibilities for elaboration.

EXCEPTIONAL PERFORMANCE	DEMONSTRATES EXPECTED PERFORMANCE	SOME IMPROVEMENT NEEDED	SIGNIFICANT IMPROVEMENT NEEDED
4	3	2	1

____ 1. Faculty member develops clear, valid, and sequentially organized learning objectives/competencies.

____ 2. Faculty member prepares, organizes, and manages the instructional process.

____ 3. Faculty member demonstrates a knowledge of content subject matter.

____ 4. Faculty member encourages students to think critically and independently.

____ 5. Faculty member provides opportunity for students to learn through practical application.

___ 6. Faculty member demonstrates a commitment to student success.

____ 7. Faculty member actively involves students in the learning process.

____ 8. Faculty member is responsive to the learning needs of a diverse student population.

____ 9. Faculty member fulfills professional responsibilities.

____ 10. Progress on professional growth plan (20 points maximum).

____ 11. Student Evaluations

COMMENTS:

_____

_____

_____

_____

_____ _____

Faculty's Signature/Date Supervisor's Signature/Date

APPENDIX G
PUEBLO COMMUNITY COLLEGE
MERIT PAY ASSESSMENT

Faculty Member _____ Date _____
Academic Year _____

Refer to the Statement of Instructional Competencies and Responsibilities for elaboration.

EXCEPTIONAL PERFORMANCE	DEMONSTRATES EXPECTED PERFORMANCE	SOME IMPROVEMENT NEEDED	SIGNIFICANT IMPROVEMENT NEEDED
4	3	2	1

____ 1. Instructional Competencies (32 pts.)

____ 2. Professional Responsibilities (4 pts.)

____ 3. Student Evaluation (8 pts.) *{Multiply results of item 4 on student evaluation instrument by 1.6}*

____ 4. Professional Growth Plan (20 pts.)

____ 5. Departmental Goals (32 pts.)

____ 6. College Goals (32 pts.)

____ **TOTAL POINTS**

_____ _____
Faculty Signature **Date**

_____ _____
Department Chair Signature **Date**

_____ _____
Vice President Signature **Date**

APPENDIX H
PUEBLO COMMUNITY COLLEGE
REDRESS

If the faculty member has concerns with any section of the evaluation outcome, he/she may use this space to attached a statement to the completed evaluation materials. This statement will delineate the area(s) and reason(s) for disagreement and will become part of this evaluation process. A faculty member's signature does not indicate agreement of any evaluation results or comments.

Faculty Member's Signature Date

Chair/Supervisor's Signature Date

Vice President's Signature Date